M. AKESHOVA[1], G. RIZAKHOJAYEVA[2✉], E.M.TORBIK[3]

*[1]PhD, Associate Professor of International University of Tourism and Hospitality
(Kazakhstan, Turkistan), e-mail:* madina_shakh@mail.ru
*[2]PhD, Associate Professor of Khoja Akhmet Yassawi International Kazakh-Turkish University
(Kazakhstan, Turkistan), e-mail:* gulnara.rizakhodjayeva@ayu,edu,kz
*[3]Candidate of Philological Sciences, Associate Professor of Financial University under the Government
of the Russian Federation (Russia, Moscow), e-mail: Elena_torbik@mail.ru*

TOWARDS USING MOBILE APPLICATIONS IN FOREIGN LANGUAGE TEACHING

Abstract. In the previous ten years, social media has grown rapidly and has become increasingly important in human life. Among, the well-known social sites, Instagram takes a special place, especially by young people. Today, social media is part of the process of human development in life, which is why many students, more than reading books, advocate learning through gadgets. Using Instagram for students would be amusing way to learn foreign language. Purpose of this research was to investigate the students' attitudes towards the use of Instagram as the source for improving the language skills and to learn more about how students used the tool to increase their motivation to join and engage with their peers. It looked into how often students participated in online forums and what they thought about using Instagram as a platform for language learning exercises. The research was used quantitative research design. Instagram as an Educational Platform developed by Ali Erarslan (2019) was used in the study. 77 students attended this survey in the Foreign Language Teaching Department of Khoja Akhmet Yasawi International Kazakh-Turkish University. The data obtained from questionnaire were analyzed with the help of Statistical Package for Social Science (SPSS 23.0). Descriptive statistics were used analyzing the data. Results were shown positive attitudes of students regarding Instagram.

Keywords: Social media, learning through gadgets, using Instagram, students' attitudes, learning foreign language.

М. Акешова[1], Г. Ризаходжаева[2], Е.М. Торбик[3]

*[1]PhD, Халықаралық туризм және меймандостық университетінің қауымдастырылған профессоры
(Қазақстан, Түркістан қ.), e-mail: madina_shakh@mail.ru
[2]PhD, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің
қауымдастырылған профессоры
(Қазақстан, Түркістан қ.), e-mail: gulnara.rizakhodjayeva@ayu,edu,kz
[3]филология ғылымдарының кандидаты, доцент, Ресей Федерациясы Үкіметі жанындағы
Қаржы университеті (Ресей, Мәскеу қ.), e-mail: Elena_torbik@mail.ru*

Шет тілін оқытуда мобилді қосымшаларды пайдалану

Аңдатпа. Соңғы он жылда әлеуметтік медиа қарқынды дамып, адам өмірінде маңыздылығы арта түсті. Танымал әлеуметтік сайттарының ішінде, әсіресе жастар арасында Инстаграм ерекше орын алды. Бүгінгі таңда әлеуметтік медиа адамның өмірдегі даму процесінің бөлігі болып табылады, сондықтан көптеген студенттер кітап оқудан гөрі гаджеттер арқылы оқуды жақтайды. Студенттерге Инстаграмды пайдалану шет тілін үйренудің тамаша тәсілі болып табылады. Бұл зерттеудің мақсаты студенттердің Инстаграм арқылы тілдік дағдыларын дамытуға деген көзқарасын білу және студенттердің теңдестерімен қосылуға және олармен қарым-қатынас жасауға деген ынтасын арттыру үшін құралды қалай пайдаланғаны туралы көбірек білу болды. Бұл студенттердің онлайн форумдағы қаншалықты жиі қатысатынын және Инстаграм тіл үйренуге арналған жаттығу алаңы ретінде пайдалану туралы не ойлайтынын зерттеді. Зерттеу сандық зерттеу дизайнын қолданды. Зерттеуді Али Эрарслан (2019) Инстаграм білім беру платформасы ретінде пайдаланды. Бұл сауалнамаға Қожа Ахмет Ясауи атындағы Халықаралық Қазақ-Түрік университетінің шет тілдерін оқыту факультетінің 77 студенті қатысты. Сауалнамадан алынған деректер әлеуметтік ғылымдар статистикалық пакеті (SPSS 23.0) арқылы талданды. Деректерді талдау кезінде сипаттамалық статистика қолданылды. Нәтижелер студенттердің Instagram-ға деген оң көзқарасын көрсетті.

Кілт сөздер: әлеуметтік медиа, гаджеттер арқылы оқыту, Инстаграм қолдану, студенттердің көзқарасы, шет тілін үйрену,

М. Акешова[1], Г.Ризаходжаева[2], Е.М. Торбик[3]
[1]*PhD, ассоцированный профессор, Международного университета туризма и гостеприимства (Казахстан, г. Туркестан), e-mail:* madina_shakh@mail.ru
[2]*PhD, ассоцированный профессор Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави (Казахстан, г. Туркестан), e-mail: gulnara.rizakhodjayeva@ayu,edu,kz*
[3]*кандидат филологических наук, доцент, Финансовый университет при Правительстве Российской Федерации (Россия, г. Москва), e-mail: Elena_torbik@mail.ru*

К вопросу использования мобильных приложений в обучении иностранному языку

Аннотация. За последние десять лет социальные сети быстро развились и стали играть все более важную роль в жизни человека. Среди известных социальных сетей особое место, особенно среди молодежи, занимает Инстаграм. Сегодня социальные сети являются частью процесса развития человека в жизни, поэтому многие студенты больше, чем чтение книг, выступают за обучение с помощью гаджетов. Использование Инстаграма для студентов было бы развлечением для изучения иностранного языка. Целью данного исследования было изучить отношение студентов к использованию Инстаграма в качестве источника для улучшения языковых навыков и узнать больше о том, как студенты использовали этот инструмент для повышения своей мотивации присоединяться к своим сверстникам и взаимодействовать с ними. В нем изучалось, как часто студенты участвуют в онлайн-форумах и что они думают об использовании Инстаграм в качестве платформы для упражнений по изучению языка. В исследовании использовался количественный дизайн исследования. В исследовании Инстаграм использовался, как образовательная платформа, разработанная Али Эрарсланом (2019). В данном опросе приняли участие 77 студентов факультета преподавания иностранных языков Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави. Данные, полученные из анкеты, были проанализированы с помощью Статистического пакета для социальных наук (SPSS 23.0). При анализе данных использовалась описательная статистика. Результаты показали положительное отношение студентов к Инстаграм.

Introduction

With the advancement of technology, using the internet and other digital devices has become a daily occurrence. Social networks that brought individuals together globally quickly emerged as a result of this. Language learning methods are being somewhat impacted by the increasing usage of digital technology and people's dependence on them. What was once a means of communication and self-expression has developed into something bigger than most people could have imagined. Because social media is so widely used, students are encouraged to use it as a platform or as a learning tool to get better at language.

The 21st century – is a period of time rapidly technological development. Nowadays, the main part of the global population believes heavily to social networks and mobile technologies. Social media and mobile technology were initially used for personal needs and an entertainment. Now these arguments are utilized in business communication and collaboration. In addition to the academic community's increasing interests in these articles and growing top of difference research to them, there is obviously an emerging trend in the use of these technologies in studying [1].

At the present time, one of the most modern and well-known social websites is Instagram. In according to Pew Report that was not long ago started 4 billion real internet users, or 53% of the earth folks (7.593 billion) or social media is used by over 3.196 billion (42% of the earth folks). Considering the huge these technologies for educational reasons or even as a setting for education permits users to share, add, and comment on a specific piece of information [2] through with a socially instructed which the users of particular social networking websites is observed the connections of others by building their own accounts [3].

As Thompson about "Social media – is the tool used to supply and express information and content distributed through social media". Such as Whatsapp, Tik Tok, Instagram, Facebook, LinkedIn and Plus and so on. Besides, since started using the first social media will go on to expand and grow [4].

English is taking place in humanity life more importance today's globalized world as a language communication and information. Instagram permits you to communicate with individuals from all over the world and ensure admittance to a wealth of information. Some English main students are searching for information in the form of wisdom that can increase their understanding of his/her English through posts, stories, clips or description that is recognized or when they read or watch that information. They too have got extra new words, phrases, idioms that they could use right away in a daily life.

The latest mobile or online application arrives to be reality every day, installation media where by users try to up in ways [5]. ELT students have used social networking sites more during the past many years ago to increase their language skills. It is in fact the most used social network in the world, with more than 800 million active Instagram users currently [6]. According to Statista 2021 Kazakhstan is developing to some of Instagram's most visitors, who will number ten million by that year. It has been proven that Kazakhstan has the greatest young Instagram users in the world. Due to their acceptance, interaction, and social nature, social media sites are accepted as useful instruments for teaching and learning activity [7]. Such as technologies have taken replace traditional approaches and transformed into practical learning environments, extremely suitable for allowing students to product, publish, and also to get customer materials [8]. In real life, Twitter and Facebook are twice of them social networking sites that have been the object of some of the most in-depth research into their suitability for use within learning. Therefore in teaching, students focused on social media in general, with a peculiar emphasis on how widely and frequently these sites are used by people all ages worldwide, especially the younger teenagers.

Besides, these social networks were introduced into traditional classrooms by teachers who were paid attention primarily improving student participations [9]. The most effective of social networking, especially for foreign language learners, can communicate directly with native speakers [10]. For ELT learners, Instagram can be a huge chance for learners to increasing English language skills.

At the beginning of the 21st century, Instagram came into us to sharing photos at that platform, and also expanded its use over time, increasing features like as text messages and story, posts which has greatly promoted to its growth [11]. Additionally to user's posts, Instagram has an enhancing number of commercial brands among young generations. Handayani contends that learning a language is a process what Instagram digitally shows that it would be used as a source of carry out several activities in language classes, grammar tasks with photos, reading posts, watching briefly videos, and so on. So the results Instagram focuses on four language skills that students would use in the classroom as well. In addition, some research has done Instagram to improve the ability to write [12]. According to these studies, Instagram has also becoming a useful tool for increasing students' writing ability. Instagram has also found to improve students' interests in teaching and attending in the classroom activities [13]. Mansor and Rahim found that among the teaches, Instagram is a fortunately platform carried out on use for language learning, as it motivate students to connect with groupmates in group activities related to the videos they make on tasks performed by the teacher [14].

At the present time, the recent survey declared Instagram is still gaining more popularity between undergraduate students beyond the age of 18 [15]. Instagram is an online web based application for sharing photos, videos. In this way, it allows users to take photos and videos and can share them publicly and freely use them in this app. According to Smith & Anderson showed that the social media users that young people around the world search for communicate with peers through smartphones. While learning language is divided into 4 skills: speaking, listening, writing and reading [16].

When reading, person can analyze the vocabulary of a literate person-through all the words that reader can recognize while reading. As a rule, for the largest type of vocabulary, the reader can learn more words while reading than when listening. By hearing, a person learns vocabulary-all the words that the speaker can recognize while listening [17]. In addition language learners who use self-learning and informal language learning with mobile devices can be different from learning other languages formal study of the language under the guidance of a teacher. This study is important in that helps to reveal what students' attitudes are about Instagram.

Research methods and materials

This article aims to find out the attitude of university students towards the use of Instagram in the English language classroom. In line with this aims the following research questions were investigated. As determined by the purpose, this study will answer the following research questions:

1. What are the ELT 1st and 2nd year students' perceptions regarding the use of Instagram?

2. Are the students perceptions toward using Instagram differ according to their gender difference?

Quantitative research design was used in this research. Survey was conducted using questionnaire. We used the questionnaire to push the research forward and achieve our goals.

The study involved 77 students, including 57 female, 20 male. The participants are from Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan in the fall semester of the 2022-2023 academic years.

In this article's survey was used by author Erarslan A., [18]. Towards the use of Instagram, the survey as demographical information and survey reviewed (total 28 items), it divided into three scales for research about the perceiving of participants and the quality use of Instagram "Intensity

of Using Instagram" (Items 1-4) "Using Instagram for Educational Purposes" (Items 5-14) "Instagram for a language Learning purposes" (Items 15-28). The questionnaire consisted of 28 questions.

Survey was completed using Google form which were shared via WhatsApp Application to students.

A 5-point Likert scale questionnaire was employed for survey. «1» - strongly disagree, «2» - disagree, «3» - not sure, «4» - agree, «5» - strongly agree.

To collect the data, all members of the study group were given a questionnaire to complete. The questionnaire was developed to find out what the participants' attitudes about their learning language skills were, and it was distributed to the participants after the purpose and methodology of the study were briefly explained. The questionnaire was prepared using Google forms. The researcher created a Google online form to make it convenient for both sides: the researcher and the participants. The questionnaire was sent through "WhatsApp" application. The results were analyzed using the statistical program SPSS, version 23.0.

Results

This work aims to find out the attitude of students towards Instagram. The results of quantitative data related to the research questions of this study are presented. According to the survey, Does Instagram unique way to learn English, and Are students use Instagram for educational purposes and their feelings while using that app, this kind of sentences are related in survey.

The tests result was showed positive effect which was collected by the Cronbach Alpha coefficient. Cronbach Alpha determined the reliability of the survey with a result of 0.876 (Table 1).

Table 1 – Cronbach's alpha coefficient

Cronbach's Alpha	N of Items
,876	28

RQ1. What are the ELT 1st and 2nd year students' perceptions regarding the use of Instagram?

Here the first and second course students to compare while teaching English, through Instagram.

The mean score of each sub scale as shown in Table 2.

Table 2 – Descriptive Statistics for learning foreign language through Instagram

	N	Mean	Std. Deviation
Intensity of Instagram Use	77	3,0799	,63327
Using Instagram for educational purposes	77	3,2370	,63206
Instagram for a language learning purposes	77	3,6306	,64975
Total	77	3,1727	,52180

According to the results of descriptive statistics table 2 showed that survey attended (N=77) ELT learners, this survey divided into 3 scales, the ELT learners had a positive effect, the total score of (M=3.17) regarding the use of Instagram in general. Little difference was indicated in their Mean rank scores intensity of Instagram use (M=3.079) using Instagram for educational purposes

(M=3.237) Instagram for a language learning purposes (M=3.630). In Mean rank there was no statistically significant difference.

Table 3 – Descriptive Statistics results regarding the first subscale "Intensity of Instagram Use"

	N	Mean	Std. Deviation
Instagram is part of my everyday activities	77	3,1948	1,20349
I feel out of touch if I do not log into Instagram for a while	77	2,7532	1,16026
I see myself as a part of Instagram community	77	2,7532	1,11398
I would be sorry if my Instagram account were shut down	77	2,7403	1,15169

Beginning with the highest score, Instagram was a part of ELT learners in daily life (M=3.19), and the lowest score item showed if participants Instagram account was closed they will be sorry (M=2.74) (Table 3).

Table 4 – Descriptive Statistics results regarding the second subscale "Using Instagram for Educational Purposes"

	N	Mean	Std. Deviation
Using Instagram for educational purposes would be convenient	77	3,3636	1,13450
Instagram could be used to support face to face learning	77	3,2208	1,00817
Using Instagram for class could promote motivation for learning	77	3,1558	1,12466
Using Instagram for class could make me feel more connected to my learning community	77	3,2208	1,07144
Instagram could be used effectively to share class materials	77	3,0909	1,18301
Using Instagram as an educational platform could promote better rapport with peers	77	3,1688	1,08097
Instagram could be an effective way to collaborate with peers	77	3,0909	1,16056
Instagram could be an effective way to communicate with peers	77	3,3247	1,05683
I feel that my privacy would be invaded against my class mates if Instagram is used for class	77	2,9610	1,09354
I don't care one way or the other about Instagram's being used for educational purposes	77	3,0260	1,13525

In this sub-scale showed the participants were answered for using Instagram just for educational aims would be advantageous (M=3.36). In this sub-scale the second means was shown (M=32) Instagram provides a versatile and engaging platform for peer communication, offering a range of features that support interactive, real-time, and collaborative learning. By leveraging Instagram's visual and interactive nature, community-building capabilities, and convenience, learners can effectively communicate with their peers, enhancing their educational experience and language acquisition efforts. Also, the lowest average among these ten questions were If Instagram is used for class, participants felt that their privacy is being invaded against their mates (M=2.96) (Table 4).

Table 5 – Descriptive Statistics results regarding the third subscale "Instagram for a language learning purposes"

	N	Mean	Std. Deviation
I learn new vocabulary when I interact in English with other people.	77	3,4026	1,09135
I see that my English has improved since I started interacting with people on Instagram	77	3,2727	1,09588
I believe using Instagram helps me learn new English language structures.	77	3,2468	1,12573
I prefer Instagram because I can communicate with different people from all over the world	77	3,3896	1,09010
I am exposed to real language when I interact in English on Instagram.	77	3,0649	1,09229
I feel no pressure when I make mistakes on Instagram.	77	3,3247	1,04430
I feel that Instagram is a natural place in which to practice English because there is meaningful interaction amongst people	77	3,1688	,97876
I feel discouraged thinking my peers see my mistakes in English on Instagram for educational purposes	77	2,9610	1,09354
I feel that Instagram is an encouraging place to practice English because no one judges my mistakes.	77	3,3506	1,01003
I follow people with whom I can interact on Instagram to practice English.	77	3,3506	1,03576
Using Instagram offers new ways for me to practice English.	77	3,3636	1,02481
I feel good when I practice English on Instagram.	77	3,4416	1,01946
I am more internationally connected when I interact in English on Instagram.	77	3,2597	1,08097
I am more comfortable communicating in English on Instagram.	77	3,2727	1,07160

The participants' answer showed the highest score when they used of Instagram during classes, especially during language learning. So, that Instagram made students feel good when practiced on this platform (M=3.44) and they could learn new vocabularies on this platform (M=3.40). The most learners thought that Instagram was the best way to learn foreign language with the interaction of other people (M=3.06). And the lowest score in this subscale was the participants felt discouraged ourselves when the friends made their mistakes in Instagram (M=2.96) (Table 5).

Second research question: *Are the students perceptions towards using Instagram differ according to their gender difference?*

Table 6 – The Mann-Whitney U test results for the effect of gender on participant ELT

Ranks					
	gender	N	Mean Rank	U	p
scale1	Male	20	28,10	352,000	,011*
	Female	57	42,82		
scale2	Male	20	34,55	481,000	,297
	Female	57	40,56		
scale3	Male	20	27,23	334,500	,006*
	Female	57	43,13		

According to the results obtained from the mann whitney U test (Table 6) it is revealed statistically significant differences between male and female participants regarding the first and third subscales. Intensity of Instagram Use (U=352.0; p=.011) and Using Instagram for Educational Purposes (U=334.5; p=.006), whereas no difference was found according to the second subscale Instagram for a language learning purposes (U=.481; p=.297).

Discussion

Instagram, one of them, which today has many social networks to improve our knowledge or language skills, has been increasingly added to the positive attitude that participants in the research question can improve their English language through Instagram. And the advantage of Instagram is that you can find a friend, teacher who lives anywhere in the world, and improve your English through any foreign teacher. This study was to find out the thoughts of the first and second year students who have now entered higher education. The study compared the questions with two different ones, and as a result, Instagram showed a high rate of profit. To this survey attended 66 participants, and the questionnaire contained 28 questions, and questions divided into 3 scales. In my 1st research question, I saw that there was a difference in the average score of the total 3 scales. So there was no difference in the each scale.

In the second research question males and females compared in the each sub scales. Experts referred for learning language used various methods in Instagram. Point of Spencer (2012) in the class for educators had so many various methods; such as: ELT participants could write posts in English when posted videos and photos in the publication, and now everyone was engaged in blogging, also you can increase your English by speaking what you know in stories.

As a consequence, the discussion of the results of the study is based on the study which sought to fill the literature and study effects of Instagram for language learning, which is showed that social media is taken a huge place in a learners in a daily lives which is confirmed by other studies [18].

In this survey showed the original platform to practice language or real interacting with people the participants was not felt stressed about making mistakes such as: how she/he wrote, how communicated, by participating the discussions and leaving comments. Especially, Chawinga (2017) found that users of Twitter increased the frequency of students' responses which had an encouraging effect on them as opposed to complete silence that was sometimes observed in shy students who hesitated to attend classes. According to Chawinga social media allowed students to freely express their thoughts [19]. This finding is consistent with the findings of Faizi et al (2013), who argued that social media can help students with fears [20].

Because the effectiveness of the study due to the limited number of studies carried out on Instagram social media platforms were previously unknown for educational purposes, in particular for learning languages. Although the results of the study compared with other studies related to social media and study carried out on Instagram for the purpose of language learning confirms the results of this study. According to Mansor and Rahim (2017) in their research provides students with educational aims to learn the language because students felt more relaxed and spontaneous, and they also said that they were able to increase students' communication skills as well as writing and reading skills through Instagram assignments [14, p.112]. According to the results of this current study, it is clear that Instagram can be used to support students' language learning, as it allows them to learn the language with peers and people around the world by introducing them to extracurricular language content, as well as improving their language skills and language areas.

Conclusion

In conclusion, using of social networks in teaching especially Instagram is further developed students' interest in learning language. In this research participants expressed their feelings about using Instagram while learning language. In fact, the Instagram platform allowed students to

participate in a meaningful way, which improved their ability to communicate in English and their knowledge of grammar and vocabulary. Instagram had a significant impact on student engagement, as it sparked their desire to learn English by interacting with their friends. Thus, to improve students' learning of English, I would recommend that teachers use the Instagram platform to make their studies more interesting and productive. From point of my view, we can say that the new social networks–Instagram in several has been proven to be used not only for communicating with other people, however as a tool for Learning English. Consequently, if we would discuss the result of this research, it is clear today that it can be used as the uncomplicated way to build relationships between students and teachers during and outside of class. However, learners can learn language through offline and online. I would recommend more to learn a language through online because the most necessary at the moment is time, so students will save own time, there are different courses from Instagram that students can take an online class from any foreign country, that is why Instagram's has more opportunity to develop learners' language skills.

Based on the findings, several practical suggestions can be made for educators, curriculum designers, and learners:

Integrate Instagram into Language Learning Curricula:

Educators should consider incorporating Instagram activities into their language teaching practices. For example, assignments could include creating and sharing content in the target language, participating in language challenges, or following and engaging with educational accounts.

Utilize Instagram for Real-Time Language Practice:

Language learners should be encouraged to use Instagram's interactive features, such as live sessions, stories, and direct messaging, to practice speaking and writing skills in real-time. This can provide immediate feedback and enhance conversational skills.

Leverage Authentic Content for Cultural Learning:

Teachers can guide students to follow accounts that post content related to the culture of the target language. This can include influencers, educational pages, and cultural institutions. This exposure helps learners understand cultural contexts and idiomatic expressions.

Create and Participate in Language Learning Communities:

Educators and learners should utilize Instagram's community-building features to form study groups, participate in language exchanges, and join educational communities. This peer support system can provide additional resources and motivation.

Encourage Content Creation and Storytelling:

Language learners should be encouraged to create their own content, such as videos, stories, and posts, in the target language. This practice not only enhances language skills but also boosts creativity and confidence in using the language.

Implement Innovative Pedagogical Strategies:

Curriculum designers should explore innovative strategies, such as gamification and multimedia storytelling, using Instagram's features. This can make language learning more engaging and effective.

The practical relevance of this research is underscored by the actionable suggestions derived from the findings. By integrating Instagram into language learning practices, educators can leverage its unique features to enhance engagement, provide real-time feedback, expose learners to authentic language use, support personalized learning, and foster community building. These implications and suggestions highlight the potential of social media as a valuable tool in modern language education.

The significance of this study is multifaceted, addressing student perceptions, bridging formal and informal learning, providing practical implications for educators, contributing to educational technology research, and offering tangible benefits for students. By elucidating the value and

impact of using Instagram for language learning, this research highlights the potential of social media as a transformative tool in modern education.

REFERENCES

1. Arceneaux P.C., Dinu L.F. The social mediated age of information: Twitter and Instagram as tools for information dissemination in higher education // New media & society. – 2018. – T. 20. – №11. – P. 4155–4176.
2. Barnes S.B. A privacy paradox: Social networking in the United States // First Monday. – 2006. – Vol. 11. – №9. https://doi.org/10.5210/fm.v11i9.1394
3. Boyd D.M., Ellison N.B. Social network sites: Definition, history, and scholarship // Journal of computer-mediated Communication. – 2007. – T. 13. – №1. – P. 210–230.
4. Thompson M.A. Using social media to learn and communicate: it is not about the tweet // American Society of Clinical Oncology Educational Book. – 2015. – T. 35. – №1. – P. 206–211.
5. Wesch M. YouTube and you: Experiences of self-awareness in the context collapse of the recording webcam // Explorations in media ecology. – 2009. – T. 8. – №2. – P. 19–34.
6. Huang Y.T., Su S.F. Motives for Instagram use and topics of interest among young adults // Future internet. – 2018. – T. 10. – №8. – P. 77. DOI:10.3390/fi10080077
7. Manca S., Ranieri M. Facebook and the others. Potentials and obstacles of social media for teaching in higher education // Computers & Education. – 2016. – T. 95. – P. 216–230.
8. Vivakaran M.V., Neelamalar M. Utilization of social media platforms for educational purposes among the faculty of higher education with special reference to Tamil Nadu // Higher Education for the Future. – 2018. – T. 5. – №1. – P. 4–19.
9. Abney A.K. et al. Intercollegiate social media education ecosystem // Journal of Marketing Education. – 2019. – T. 41. – №3. – P. 254–269.
10. Intisar Magboul E. et al. An effective contribution of social media networks in foreign language learning case study: Community diploma college, King Khalid University, KSA // International Journal of Emerging Technology and Advanced Engineering. – 2015. – T. 5. – №1. – P. 438–442.
11. Ellison E. The# AustralianBeachspace Project: Examining opportunities for research dissemination using Instagram // M/C Journal. – 2017. – T. 20. – №4. DOI: https://doi.org/10.5204/mcj.1251
12. Soviyah S., Etikaningsih D.R. Instagram use to enhance ability in writing descriptive texts //I ndonesian EFL Journal. – 2018. – T. 4. – №2. – P. 32–38.
13. Purnama A. D. Incorporating memes and instagram to enhance students participation // LLT Journal: A Journal on Language and Language Teaching. – 2017. – T. 20. – №1. – P. 1–14.
14. Mansor N., Rahim N.A. Instagram in ESL classroom // Man in India. – 2017. – T. 97. – №20. – P. 107–114.
15. Wahyudin A.Y., Sari F.M. The effect of Instagram on the students' writing ability at undergraduate level // The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL). – 2018. – T. 110.
16. Smith A., Anderson M. Social media use in 2018. [Electronic resource]. URL: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pewresearch.org/internet/wp-content/uploads/sites/9/2018/02/PI_2018.03.01_Social-Media_FINAL.pdf (date of access 23.08.2023)
17. Mandasari B. An Analysis of Teachers' Beliefs toward Authentic Materials in Teaching Listening // Teknosastik. – 2016. – T. 14. – №1. – P. 19–25.
18. Erarslan A. Instagram as an Education Platform for EFL Learners // Turkish Online Journal of Educational Technology-TOJET. – 2019. – T. 18. – №3. – P. 54–69.
19. Chawinga W.D. Teaching and learning 24/7 using Twitter in a university classroom: Experiences from a developing country // E-learning and Digital Media. – 2016. – T. 13. – №1–2. – P. 45–61.
20. Faizi R., El Afia A., Chiheb R. Exploring the potential benefits of using social media in education // International Journal of Engineering Pedagogy (iJEP). – 2013. – T. 3. – №4. – P. 50–53.